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1. Describe the practice for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.

This program is designed to provide hands-on experience in learning crucial life skills while infusing Language Arts throughout the curriculum.

The program begins with preparation for a trip to a restaurant. Students explore menus and the "language" of restaurants is defined. When the language of the menu is clear, students are instructed on ordering in a restaurant. Areas addressed include how to order, what to do if the waiter makes an error, how to behave appropriately, and ordering within monetary restraints.

At the restaurant, the students are given a tour where various jobs are explained. The manager discusses the responsibilities of employment along with explaining the rewards of attending to that responsibility and the consequences of neglecting it.

The class now develops a list of positions necessary to operate a restaurant. A discussion of job responsibilities ensues. Students are asked to contemplate which position they might choose.

Students are now introduced to the process of completing an application for employment. The language of the application is discussed and defined. The students are then taught how to complete an employment application. Students are then introduced to the interview process.

During instruction on the interviewing process, students are made aware of elements such as appropriate dress, eye-contact, appropriate grammar, and the importance of "first impression". After initial instruction, students are asked to select a job that they would like to perform at the Ice Cream Shoppe. Role playing is used to simulate an interview. Students complete an employment application for the desired position. This application is also used as a tool for assessment. When positions are announced the evaluation sheets are discussed with each individual student.

Our next step is to practice. Students use props to become familiar with the operation of the Ice Cream Shoppe. Finally, the Big Night arrives! The students invite families and guests to come to the Ice Cream Shoppe. After an initial reaction of nerves, jitters, and sometimes a few mistakes, an amazing transformation occurs. My classroom BECOMES a working Ice Cream Shoppe totally operated by the students. The end of the night results in tired teachers, astounded families, and proud self-confident students!

The following objectives are pertinent to this program. The Learner Will:  
1. decode and define vocabulary words related to a menu; 2. order 3 items from a menu when visiting a restaurant; 3. when given a set amount of money, order 3 items from the menu, staying within the given amount; 4. develop a list of positions necessary to operate a restaurant; 5. describe skills/attributes needed for the listed positions; 6. assess those skills/attributes he/she possesses to select a desired position from those listed; 7. decode and define vocabulary used on an employment application; 8. complete an employment application with 80% accuracy; 9. describe skills needed to successfully complete an interview for employment; 10. complete

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an interview for employment; 11. exhibit behaviors necessary for success on the job.

The Ice Cream Shoppe is easily replicated in many forms. The beauty of the program is that it can be altered to accommodate any size group, age, or academic level. If the basic premise is kept in mind, the teacher can find limitless ideas by using a bit of insight and creativity.

2. Describe the educational needs of the students that the practice addresses and how they were identified. List the Core Curriculum Content and Cross-Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses the standards.

Once Upon A Sundae was developed to address the need for schools to prepare students for the job market. We, as educators, have been told by the business community that schools are not preparing students for employment. This program is an attempt to begin this process at an earlier age before students are eligible to attend high school or a vocational program.

The population targeted by this program are students with significant deficits in the areas of reading, language arts, and math. The average instructional level of the students is second and third grade, while their chronological age would suggest an instructional level of sixth through eighth grade. Along with the academic deficits, these students also experience expressive and receptive language delay, perceptual impairment, and immature behavioral and social skills. The causal effect of the aforementioned often presents a child with a lack of self-confidence and low self-esteem.

Initial identification begins with the information gathered from the student's Individual Educational Plan (IEP). After reading the goals and objectives stated in the IEP, the teacher then determines if the program would augment the achieving of the stated goals and objectives. Academic levels are also stated on the IEP.

A pre-assessment is also completed which includes information the student will have mastered after the unit of instruction is completed. Through this assessment, the instructor can identify the overall needs of the class as a whole and the specific areas of weakness pertinent to individual students.

Once Upon A Sundae address the following Core Curriculum Content and/or Workplace Readiness Standards.

2.1- Objectives #5 and 6 address this area as they focus on the student gaining insight into him/herself. After developing a list of positions necessary for operating a restaurant, the class discusses the duties required for each position, skills required, and personal preferences. Students complete a writing assignment stating the position they desire and why they feel that they are qualified for the position.

2.2- All objectives and activities address this standard. Infused throughout this unit is the theme, "We need to learn these skills to be successful in getting and keeping a job." In this program, the academic and occupational skills go hand-in-hand. The program lends itself to a natural progression of mastering the academic skills to obtain the occupational skills.

2.5- Objectives #7,8,9,10,11 address this standard. . Beginning with a tour of the restaurant, personal qualities needed to obtain/keep a job are addressed. When students are asked to decide upon a job, they take inventory of their individual qualities. After deciding upon a job, students begin preparing for the job interview. Assignment of the desired job depends heavily on the success of the interview. For the Ice Cream Shoppe to operate effectively, students must apply the skills and attributes taught in class.

4.1- The development of expressive and receptive language is an integral part of the program. Students use both forms of language in all aspects of the program. At the restaurant students must interact with peers and employees. In the interview process, students must engage in critical listening to respond effectively. At the Ice Cream Shoppe, students must listen and respond effectively under pressure.

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

The objectives/student performance is measured in the following ways:

- . Ongoing teacher observation
- . Pre/post testing
- . Written vocabulary quizzes
- . Teacher monitoring of discussions
- . Written assignments
- . Evaluation sheets completed by interviewer for job
- . Teacher observation of students ability to perform jobs at the Ice Cream Shoppe.

Is Once Upon A Sundae effective? Absolutely! One needs only to watch the change in the students' skill level and confidence over the course of instruction.

The teachers involved in the interviewing process frequently are astounded to see a side of the student that was previously undiscovered. Comments such as, "\_\_\_ responded well to all of my questions. She was dressed nicely and conducted herself professionally. I was impressed by her complete responses to my questions."; "\_\_\_ stated that she can do this job because she believes in herself."; "\_\_\_ is like a different person. He never talked in class but opened up during the interview. I can't believe it's the same kid." are often heard.

As one of my former students said after gaining employment at a local fast food restaurant, "Getting a job was easy. It was just like what we learned at the Ice Cream Shoppe."